

Rollins College Rollins Scholarship Online

Academic Affairs Committee Minutes

College of Arts and Sciences Minutes and Reports

4-14-2015

Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, April 14, 2015

Arts & Sciences Academic Affairs Committee

Follow this and additional works at: http://scholarship.rollins.edu/as_aa

Recommended Citation

Arts & Sciences Academic Affairs Committee, "Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, April 14, 2015" (2015). *Academic Affairs Committee Minutes*. Paper 184.
http://scholarship.rollins.edu/as_aa/184

This Minutes is brought to you for free and open access by the College of Arts and Sciences Minutes and Reports at Rollins Scholarship Online. It has been accepted for inclusion in Academic Affairs Committee Minutes by an authorized administrator of Rollins Scholarship Online. For more information, please contact rwalton@rollins.edu.

Academic Affairs Committee

April 14 Minutes

Attending: Jill Jones, Kasandra Riley, Julian Chambliss, Jonathan Walz, Toni Holbrook, Laura Pfister, Anca Voicu, Claire Strom, Amy Armenia, Vidhu Aggarwahl, Jay Pieczynski, Giselda Beaudin, Robert Smither, Emmanuel Kodzi, Mario D'Amato, Gloria Cook, Stacey Dunn

- I Approve the Minutes from March 31, 2015; Motion to approve Greg, 2nd Anca
- II Sub-Committee Announcements or reports
- III Old Business
- IV. New Business:

- a. **Double-Dipping Proposal for rFLA and Interdisciplinary Majors** (Claire Strom). See attachment for entire description. Wants to ensure that if this passes AAC, it goes to full faculty to address that the list of included majors is comprehensive.

Jill: Is it OK to have such a large proportion of general ed courses count toward a major?

Kasandra: What is the justification for this double-counting policy for interdisciplinary majors? If the inspiration for this policy is that ID majors tend to have more coursework, but not all high-credit majors can take advantage of the policy (i.e. science majors), is this fair? Does allowing students to count up to 40% of their general ed courses toward a major defeat the intent of the curriculum??

Toni: What about students who are double majoring—how does this factor in?

Jonathan: Reminder that triple dipping (counting for a gen ed, major, and minor) is an issue that was previously addressed and not OK.

Greg: How often would this happen? Under the new gened system, which has specifically designed courses for the curriculum, it doesn't seem like these courses are appropriate for crossover like they were in the old system.

Jenny: fairly rarely, given that the courses come from multiple divisions.

Move to call question (Greg); All in favor of endorsing the statement that allows double counting of gened courses in ID majors: (none); unanimously opposed.

- b. **Proposed syllabus statement**—added to all syllabi as a requirement—to define credit hour definition (see attachment; Jill Jones). This originated from SAACS concerns about our definition of and justification for four credits for courses that meet 2.5 hours per week.

Kassandra: Is this required for verbatim inclusion (Toni: yes). In sciences (and likely expressive arts), when we meet 6-8 hours per week, the statement doesn't make sense. (Toni: some exception must be made for courses that have additional contact hours).

Emmanuel: This also includes time spent on homework assignments? (Toni: YES).

Toni: This is a matter of making explicitly clear what we expect of our students in terms of the extra time that we require of them.

Jenny: What is the level of specificity/detail that must be included in the statement? For example, do you just list "field work" or do you include the hours that go toward fieldwork? (Toni: a more general/broad definition is sufficient).

Laura: does this need to be tweaked for six-week Holt courses?

Jill: Proposes the clarification that this for 15-week classes only. This must be adjusted for other courses if it's to be implemented immediately.

Jonathan: Looking at the math of how many outside-of-class hours each student commits to, do we need to revisit a lowered credit limit for feasibility.

Jenny: Should this be presented to the faculty as just a temporary solution to get through compliance?

Move to endorse/pass the proposed: Gloria/Greg 2nd: passes (with one abstention)

- c. **International Programs Proposal for Faculty-Led Program Approval** (Giselda Beaudin) (see attachment). This proposal originated from our discussion earlier in the term to formalized a re-approval of old curriculum.

Jonathan: Is this a review every six years or six times a course is taught? (Giselda: six years) Will IP identify when courses have reached the six-year mark? (Giselda: yes).

Toni: SAACS would like more regular review (within a five-year window).

Jonathan: Given that we have an arrangement for Jindal for review of their courses, would this add significantly to the load of international courses that we need to review with an increased frequency?

Move to pass proposal with the friendly amendment that courses are reviewed every five years (not six): Emmanuel, 2nd Jonathan; unanimous approval.

- d. **Proposed Changes to the Organizational Behavior Major in the Holt School** (Stacey Dunn) (see attachment). Neutral in terms of quality, faculty, or student enrollment.

Greg: have you talked to the business people regarding proposed changed? (Stacey: doesn't know; no known impact on their program)

Motion to approve changes as proposed: Amy/2nd Anca; unanimous approval

- e. **Philosophy Major/Minor Revisions** (Mario D'Amato) (see attachment). Updated the form to be annotated to highlight the changes proposed earlier this term.

Greg: No change to 498/499 HIMF requirement? (Mario: NO).

Motion to approve changes as proposed: Gloria/2nd Vidhu; unanimous approval

- f. **Proposal to move the History Minor into the Holt School** (Julian Chambliss) (see attachment). Day school already has a minor. Many day school courses are already taught at the 4 PM time slot, though not enough courses to move the whole major into Holt. The courses should appeal to Holt students and will include seats for day students as well.

Greg: To clarify, you want to apply the existing minor in Holt? (Julian: YES).

Jill: any negative impact on the day program? (Julian: actually should have a positive impact; no concern about demand).

Jonathan: Have enough faculty volunteers to teach at 4 or 6:30? (Julian: YES, have had this conversation directly).

Motion to approve proposal: Kasandra/2nd Jonathan; unanimous approval

- g. **Proposal for changes in the core requirement of the Africa and African-American Studies Minor** (Julian Chambliss) (see attachment)

Motion to approve proposal: Emmanuel/2nd Amy; unanimous approval

- h. **Vote for next year's chair for AAC (one year)**

Anca and Mario both volunteered. Votes will be via email (for next year's committee).

V. Announcements

VI. Adjourn

Double-Dipping Proposal for rFLA and Interdisciplinary Majors

Right now, students can count one course in their neighborhood as a course in their major. The language in the catalog is:

"Students may double-count one (1) neighborhood course toward their major."

This was true in the old general education curriculum, but students in interdisciplinary majors could double-count two courses. So we would like to add this sentence to the catalog:

"Students majoring in Classical Studies, International Business, International Relations, Latin American & Caribbean Studies, or American Studies may double count two (2) courses toward their major."

Proposed syllabus statement

All syllabuses must contain the following statement:

Credit Hour Statement.

Rollins College offers four-credit-hour courses. The value of four credit hours accounts for work expected of enrolled students. Classes typically meet three hours per week. Faculty require that students undertake at least nine hours of outside work per week, averaged over the course's duration and equaling at least three hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., fieldwork, research, experiential education, small-group projects, etc.]:

International Programs
Proposal for Faculty-Led Program Approval

Current Policy:

1. Field Study and summer program proposals are reviewed in full by International Programs (IP) and the IP Faculty Advisory Committee with consideration towards:
 - a. Audience and potential student interest including past interest when applicable
 - b. Logistics, itinerary and cost
 - c. Academics
2. In this process, IP aims to develop a strategic slate of program offerings for the academic year. The number of programs is limited by scholarship funding and the anticipated number of participants based on recent data from IP.
3. IP and the Faculty Advisory Committee create a recommended slate of programs
4. IP presents this recommended slate to the Deans of A&S and CPS
 - a. Teaching and/or performance evaluations at Rollins may be considered
5. If the program location is deemed high-risk by IP, IP sends the proposal to Risk Management, the VP of Student Affairs and the Provost for review and approval
6. New courses are then submitted to the appropriate course approval committee with the following documentation:
 - a. Cover Sheet from International Programs explaining the field study selection process, providing any necessary additional information and noting any questions or concerns.
 - b. Proposal form detailing the program as a whole with information about academics, logistics, cost, risk etc.
 - c. AAC or CPS New Course Approval form (unless it is a Topics course offered for the 1st or 2nd time)
7. Already approved courses go through steps 1-5 above and the IP Faculty Advisory Committee may give suggestions for changes or adjustments to the course.
8. For all programs selected through this process, IP collects and reviews final syllabi and itineraries, student program evaluations and faculty program reports. The IP Faculty Advisory Committee also reviews syllabi and may make suggestions for changes and adjustments to the course.

Problem:

Policies and pedagogy for education abroad have changed and continue to change, and competition for leading such courses has become increasingly intense, yet there is no process by which approved courses are reviewed in light of the current expectations and standards.

Proposed New Policy

- No changes to the review of new Field Study courses.
- All faculty-led programs are re-approved through the appropriate Curricular committee every six years with the following documentation:
 - Cover Sheet from International Programs explaining providing any necessary additional information and noting any questions or concerns.
 - Established Field Study Proposal form with updated program information and any proposed changes to the program *or* for Summer Programs, the most recent program report and evaluation summary
 - Itinerary and syllabus from the most recent version of the program
 - The IP Director should be present when the program is discussed by the relevant course committee(s)

Proposed Changes to the Organizational Behavior Major in the Holt School

Submitted by John M. Houston, Ph.D.
Director, Organizational Behavior program
March 26, 2015

After consulting with Psychology Department faculty and with the support of the Chair of the Psychology Department (Dr. Jennifer Queen), I would like to propose to AAC that Group Dynamics become a core course (not a substitute for Social Psychology) and that Management and Organizational Behavior be dropped as a core course. The proposed modifications to the Organizational Behavior major will then be:

1. **Revenue neutral:** no additional staffing or funding will be required to support the changes since both Dr. Dunn and I can teach Group Dynamics. In addition, several current adjunct faculty have backgrounds in this area and have expressed an interest in offering this course. The course involves no labs, special equipment or added expenses.
2. **Courses in the major neutral:** the number of required core and interdisciplinary courses in the Organizational Behavior major will remain the same.
3. **Prerequisite neutral:** students will not have to take any additional prerequisites to complete the major.

Rationale for Changes: Group Dynamics represents an important part of Organizational Behavior that is not adequately covered by other core or interdisciplinary and application courses in the major. Management and Organizational Behavior (BUS 310) overlaps too much with Organizational Behavior (PSY 330) and should not be a core course in the major. It should be stressed that it is the overlap in content with PSY 330 and not the quality of BUS 310 that is of concern.

Although we believe the modifications will strengthen the major by reducing redundancies in course material, we do not anticipate that the changes will significantly alter the number of students majoring in Organizational Behavior. We are not proposing any changes to the minor. The proposed modified Organizational Behavior major is presented below:

Requirements for the Major (12)

Core Courses (8)

PSY	101	Introduction to Psychology
PSY	211	Social Psychology (“or” deleted)
PSY	317	Group Dynamics
PSY	301	Research Methods
PSY	304	Statistics and Decision Making
PSY	306	Tests and Measurements
PSY	330	Organizational Behavior
PSY	407	Organization Development
PSY	316	Ethics
(“BUS	310	Management and Organizational Behavior” deleted)

Interdisciplinary and Application Courses (select 4)

BUS	336	Management and Leadership
BUS	342	Human Resource Management
COM	301	Designing Effective Organizations
COM	305	Listening
COM	421	Organizational Communication
PSY	315	Topics: Any course
PSY	316	Ethics
PSY	337	Organization Dysfunction
PSY	422	Advanced Organizational Leadership
PSY	480	Senior Research Seminar

Students majoring in Organizational Behavior may not minor in Psychology.

Requirements for the Minor (8)**Core Courses (5)**

PSY	101	Introduction to Psychology
PSY	211	Social Psychology or PSY 317 Group Dynamics
PSY	301	Research Methods
PSY	330	Organizational Behavior
BUS	336	Management & Leadership

Interdisciplinary and Application Courses (3)

Students may choose three (3) courses from the Interdisciplinary and Application Courses listed for the major (above).

Students who are majoring in Psychology may not minor in Organizational Behavior.

PHI Major and Minor
Revised March 31, 2015

MAJOR

Ten (10) courses are required, all in Philosophy.

5 CORE COURSES

One 100-level course, from any of the following:

- 100-level PHI course
- 100 or 150 level rFLA course taught by Philosophy faculty
- RCC taught by Philosophy faculty

PHI 230 Greek Philosophy

PHI 231 History of Modern Philosophy

PHI 223 Introduction to Formal Logic

PHI 490 Senior Seminar or PHI 499 Senior Independent Study

5 ELECTIVES

Five (5) electives in PHI are required, with at least three (3) at the 300 or 400 level.

MINOR

Six (6) courses are required, all in Philosophy.

3 CORE COURSES

One 100-level course, from any of the following:

- 100-level PHI course
- 100 or 150 level rFLA course taught by Philosophy faculty
- RCC taught by Philosophy faculty

PHI 230 Greek Philosophy

PHI 231 History of Modern Philosophy

3 ELECTIVES

Three (3) electives in PHI are required, with at least two (2) at the 300 or 400 level.

ADDED CHANGES TO THE CURRICULUM IN THE CATALOGUE

(1) Edit:

~~PHI 498 Senior Independent Study: Required for philosophy minor. (Must take this or PHI 490.)~~

~~PHI 499 Senior Thesis: Required for philosophy major. (Must take this or PHI 490.)~~

To:

PHI 498/499: Senior Independent Study

(2) Remove the following courses from the Catalogue:

[X] PHI 250 Survey of Recent Philosophy

[X] PHI 280 Parapsychology -- Data/ Implications

OLD MAJOR REQUIREMENTS

PHILOSOPHY

Twelve (12) courses are required.

Commented [MD1]: Now 10 courses.

CORE COURSES

FUNDAMENTALS

- **PHI 108 Ethics**
- **PHI 223 Introduction to Formal Logic**

Commented [MD2]: Replaced by any PHI 100-level, including RCC & rFLA.

ANCIENT PHILOSOPHY

- **PHI 230 Greek Philosophy**

MODERN PHILOSOPHY

- **PHI 231 History of Modern Philosophy**

Commented [MD3]: These are still in place.

CONTEMPORARY PHILOSOPHY

- **PHI 250 Survey of Recent Philosophy**

Commented [MD4]: This 1-course requirement is eliminated: it's expected that at least one of their electives will be on Contemporary Phil, given the areas of focus for faculty.

OR PHI 302 American Philosophy

OR PHI 310 Existentialism

OR PHI 311 Philosophy of Science

OR PHI 320 Postmodernism

OR PHI 348 Philosophy of Mind

SENIOR THESIS OR SENIOR SEMINAR

- **PHI 490 Senior Seminar OR PHI 499 Senior Thesis**

Commented [MD5]: Still in place.

ELECTIVES

Six (6) electives in the department are required, four (4) at the 300 or 400 level and at least four (4) in philosophy.

Commented [MD6]: This is bumped down to 5.

- All senior philosophy majors must pass a comprehensive examination.

Commented [MD7]: No longer required: other assessment measures are used.

OLD MINOR REQUIREMENTS

PHILOSOPHY

Eight (8) courses are required.

- **PHI 108 Ethics**
- **Two (2) history courses in philosophy**
- **Four (4) electives in the department: two (2) at the 300 or 400 level and three (3) in philosophy. The remaining one (1) can be taken in religion.**
- **PHI 498 Senior Thesis (for minors) OR PHI 490 Senior Seminar**

Minor Map: History

Effective Fall 2012

Six (6) courses are required, three (3) at the 300-400 level.

MINOR REQUIREMENTS

Six (6) courses are required, three (3) at the **300-400 level**, two (2) courses must be in two (2) geographic areas, which are as follows: U.S., European, and Non-U.S.-European.

Semester		Courses	Grade	G.E.*
_____	HIS _____	_____	_____	_____
_____	HIS _____	_____ <i>300-400 level</i>	_____	_____
_____	HIS _____	_____ <i>300-400 level</i>	_____	_____
_____	HIS _____	_____ <i>300-400 level</i>	_____	_____

GEOGRAPHIC CONCENTRATION

Two (2) courses must be in two (2) geographic areas, which are as follows: U.S., European, and Non-U.S.-European.

Geographic Area		Course	Grade	G.E.*
_____	HIS _____	_____	_____	_____
Geographic Area		Course	Grade	G.E.*
_____	HIS _____	_____	_____	_____

Name

Date

Proposal for changes in the core requirement of the Africa and African-American Studies Minor

Presented by: Julian C. Chambliss, Coordinator, Africa and African-American Studies

Faculty Members Scheduled to Regularly Teach in Minor: Julian Chambliss (History), Mackenzie M. Ryan (Art and Art History), Jonathan Walz (Anthropology), and Matt Nichter (Sociology)

Rationale

Recent changes in the general education curriculum, faculty expertise, and student options require the Africa and African-American Studies Program to revisit the minor's requirements. The general trend among academic programs is to promote greater choice for students. Several departments supporting the minor have re-designed their curriculums over the last year. Moreover, the new general education curriculum is creating a new pattern of course offerings within academic departments that affects when electives linked to the minor are offered. In order to insure that students can complete the minor in a timely manner, greater flexibility needs to be incorporated into the core. At the same time these changes will reflect divisional expertise and support a developmental learning structure. Finally, the AAAS minor is integrated with Hamilton Holt School and adding greater flexibility will make it easier for Holt students to complete the minor.

Curriculum and Staffing:

No changes will be needed in faculty to support this curriculum modification.

PREVIOUS MINOR REQUIREMENTS

Six (6) courses, including two (2) core courses, three (3) electives, (two (2) of which must be at the 300-level) and a senior independent study research paper with a significant community engagement component.

PROPOSED MINOR REQUIREMENTS

Six (6) courses are required to complete the minor. These include three (3) core courses and two (2) electives (at the 300-level) and a senior independent study research paper with a significant community engagement component.

Core Courses

Required: HIS 140 African-American History to 1877 **or** HIS 141 African-American History From 1877

Pick two (2) of the following:

- ARH 204 Introduction to African Art
- ANT 207 Anthropology of Modern Africa
- SOC 311 Social Movements

Pick two of the following at the 300-400 Level:

- ANT 317 Anthropology and Global Problem Solving
- ARH 304 African Art and Colonialism
- CMC 350 Critical Race Theory
- ENG 304B American Literature Fiction -Harlem Renaissance

- HIS 346 The United States Since 1945
- HIS 347 History of Urban America
- HIS 370 Race and Ethnicity in the United States
- POL 306 Muslims in Western Politics
- POL 387 Constitutional Law: Civil Rights and Liberties
- SOC 311 Social Movements
- SOC 356 The State of Black America
- SOC 355 Poverty and Social Welfare